

# Senate Study Bill 1257

SENATE FILE \_\_\_\_\_  
BY (PROPOSED COMMITTEE ON  
EDUCATION BILL BY  
CO=CHAIRPERSON McKINLEY)

Passed Senate, Date \_\_\_\_\_ Passed House, Date \_\_\_\_\_  
Vote: Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Vote: Ayes \_\_\_\_\_ Nays \_\_\_\_\_  
Approved \_\_\_\_\_

## A BILL FOR

1 An Act relating to the Iowa early intervention block grant  
2 program.  
3 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:  
4 TLSB 2880XC 81  
5 kh/sh/8

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1 1 Section 1. Section 256D.1, subsection 1, unnumbered  
1 2 paragraph 1, Code 2005, is amended to read as follows:  
1 3 An Iowa early intervention block grant program is  
1 4 established within the department of education. The program's  
1 5 goals for kindergarten through grade three are to provide the  
1 6 resources needed to reduce class sizes in basic skills  
1 7 instruction to the state goal of seventeen students for every  
1 8 one teacher; provide direction and resources for early  
1 9 intervention efforts by school districts to achieve a higher  
1 10 level of student success in the basic skills, especially  
1 11 ~~reading skills ensuring that students are proficient in~~  
1 12 ~~reading upon completion of grade three; and increase~~  
1 13 communication and accountability regarding student  
1 14 performance. The Iowa early intervention block grant program  
1 15 shall consist of the following:  
1 16 Sec. 2. Section 256D.1, subsection 1, paragraph b, Code  
1 17 2005, is amended to read as follows:  
1 18 b. IMPROVING INSTRUCTION IN THE BASICS.  
1 19 (1) The department of education shall identify diagnostic  
1 20 assessment tools that can be used to assist teachers in  
1 21 measuring reading accuracy and fluency skills, including but  
1 22 not limited to phonemic awareness, ~~decoding skills~~, oral  
1 23 reading ability, and comprehension skills, to improve student  
1 24 achievement in kindergarten through grade three. The  
1 25 department, in collaboration with the area education agencies,  
1 26 school districts, and institutions with approved practitioner  
1 27 preparation programs, shall identify and serve as a  
1 28 clearinghouse on intensive, research-based strategies and  
1 29 programs for training teachers in both diagnosis and  
1 30 appropriate instruction interventions.  
1 31 ~~(1) A school district shall at a minimum biannually inform~~  
1 32 ~~parents of their individual child's performance on the~~  
1 33 ~~diagnostic assessments in kindergarten through grade three.~~  
1 34 ~~If intervention is appropriate, the school district shall~~  
1 35 ~~inform the parents of the actions the school district intends~~  
2 1 ~~to take to improve the child's reading skills and provide the~~  
2 2 ~~parents with strategies to enable the parents to improve their~~  
2 3 ~~child's skills. The board of directors of each school~~  
2 4 ~~district shall adopt a policy indicating the methods the~~  
2 5 ~~school district will use to inform parents of their individual~~  
2 6 ~~child's performance.~~  
2 7 (2) The department shall also identify for school  
2 8 districts programs and materials by which parents may support  
2 9 classroom reading instruction.  
2 10 (3) The board of directors of each school district shall  
2 11 establish a committee composed of, at a minimum, parents,  
2 12 teachers, and administrators, to develop a policy and a  
2 13 strategy for identifying, through the use of assessments,  
2 14 students who are not progressing at a reasonable rate toward  
2 15 reading proficiency and providing for intensive intervention.  
2 16 The policy shall specifically address students identified as

2 17 limited English proficient and children identified as  
2 18 requiring special education. The strategy shall include a  
2 19 component for the school district to provide interventions for  
2 20 students based upon the goal of becoming proficient in reading  
2 21 upon completion of grade three. Interventions shall include  
2 22 utilizing a curriculum that employs systematic and explicit  
2 23 phonics, and which may include individualized instruction,  
2 24 intensive summer programs, and additional in-school  
2 25 instructional time. The committee shall also prepare a plan  
2 26 for monitoring the progress of individual student's reading  
2 27 achievement and provide for parental involvement throughout  
2 28 the process.

2 29 (4) Throughout the school year as necessary to identify  
2 30 students who are not progressing at a reasonable rate toward  
2 31 reading proficiency, each school district shall assess  
2 32 students enrolled in kindergarten through grade three for  
2 33 early literacy development or reading skills, including but  
2 34 not limited to phonemic awareness, decoding skills, oral  
2 35 reading ability, reading fluency, and comprehension.

3 1 (5) Each school district shall at a minimum biannually  
3 2 inform a parent of their individual child's performance on the  
3 3 assessments described in subparagraph (4). The school  
3 4 district shall inform the parent of the student's Iowa grade  
3 5 equivalency in reading based upon the results of the  
3 6 assessments.

3 7 (a) If the results indicate the student is not proficient  
3 8 in reading accuracy and fluency skills, the school district  
3 9 shall provide written notice to the student's parent. The  
3 10 notice shall list options available to the student and the  
3 11 parent for intervention. The school district shall develop  
3 12 and implement, in consultation and collaboration with the  
3 13 parent of the student, an individualized reading intervention  
3 14 program based upon the needs of the student.

3 15 (b) If the results indicate the student is reading above  
3 16 grade level, the school district shall provide written notice  
3 17 to the parent that lists options available to the parent for  
3 18 enrichment activities available to the student and the  
3 19 student's parent.

3 20 Sec. 3. Section 256D.2, Code 2005, is amended to read as  
3 21 follows:

3 22 256D.2 PROGRAM EXPENDITURES.

3 23 A school district shall expend funds received pursuant to  
3 24 section 256D.4 at the kindergarten through grade three levels  
3 25 to reduce class sizes to the state goal of seventeen students  
3 26 for every one teacher and to achieve a higher level of student  
3 27 success in the basic skills, especially reading. In order to  
3 28 support these efforts, school districts may expend funds  
3 29 received pursuant to section 256D.4 at the kindergarten  
3 30 through grade three level on programs, instructional support,  
3 31 and materials that include, but are not limited to, the  
3 32 following: additional licensed instructional staff;  
3 33 additional support for students, such as before and after  
3 34 school programs, tutoring, and intensive summer programs; the  
3 35 acquisition and administration of diagnostic reading  
4 1 assessments; the implementation of instructional curriculum  
4 2 using systematic and explicit phonics; the implementation of  
4 3 research-based instructional intervention programs for  
4 4 students needing additional support; the implementation of  
4 5 all-day, everyday kindergarten programs; and the provision of  
4 6 classroom teachers with intensive training programs to improve  
4 7 reading instruction and professional development in best  
4 8 practices, including but not limited to training programs  
4 9 related to instruction to increase students' phonemic  
4 10 awareness, reading abilities, and comprehension skills.

4 11 Sec. 4. Section 256D.3, subsections 2 and 3, Code 2005,  
4 12 are amended to read as follows:

4 13 2. The annual report submitted to the department of  
4 14 education in accordance with section 256.7, subsection 21,  
4 15 paragraph "c", shall include the district's current class  
4 16 sizes for kindergarten through grade three; the number of  
4 17 students identified by school districts as not progressing at  
4 18 a reasonable rate toward reading proficiency in kindergarten  
4 19 through grade three pursuant to section 256D.1, subsection 1,  
4 20 paragraph "b", subparagraph (4); the number of students who  
4 21 have successfully completed an individualized reading  
4 22 intervention program under section 256D.1, subsection 1,  
4 23 paragraph "b", subparagraph (5); and the proportion of  
4 24 students enrolled in kindergarten through grade three that are  
4 25 assessed at the various Iowa grade equivalencies in reading.

4 26 3. Beginning January 15, ~~2001~~ 2006, the department shall  
4 27 submit an annual report to the chairpersons and ranking

4 28 members of the senate and house education committees that  
4 29 includes the statewide average school district class size in  
4 30 basic skills instruction in kindergarten through grade three,  
4 31 by grade level and by district size, and describes school  
4 32 district progress toward achieving early intervention block  
4 33 grant program goals and the ways in which school districts are  
4 34 using moneys received pursuant to section 256D.4, and includes  
4 35 the data submitted by the school district pursuant to

5 1 subsection 2.

5 2 Sec. 5. Section 256D.9, Code 2005, is amended to read as  
5 3 follows:

5 4 256D.9 FUTURE REPEAL.

5 5 This chapter is repealed effective July 1, 2005 2006.

5 6 Sec. 6. STATE MANDATE FUNDING SPECIFIED. In accordance  
5 7 with section 25B.2, subsection 3, the state cost of requiring  
5 8 compliance with any state mandate included in this Act shall  
5 9 be paid by a school district from moneys appropriated for  
5 10 purposes of the Iowa early intervention block grant program as  
5 11 provided in section 256D.5. This specification of the payment  
5 12 of the state cost shall be deemed to meet all the state  
5 13 funding-related requirements of section 25B.2, subsection 3,  
5 14 and no additional state funding shall be necessary for the  
5 15 full implementation of this Act by and enforcement of this Act  
5 16 against all affected school districts.

5 17 EXPLANATION

5 18 This bill amends the Iowa early intervention block grant  
5 19 program to add to the goals of the program, requires the  
5 20 department of education to identify diagnostic assessment  
5 21 tools to assist teachers in measuring decoding skills,  
5 22 requires school districts to establish committees to develop a  
5 23 policy and strategy to identify students who are not  
5 24 progressing at a reasonable rate toward reading proficiency  
5 25 and provides for intensive intervention in collaboration with  
5 26 parents, permits school districts to expend program funds for  
5 27 the implementation of instructional curriculum that uses  
5 28 systematic and explicit phonics, requires school districts to  
5 29 provide more data to the department regarding students who are  
5 30 identified as not being reading proficient and students who  
5 31 successfully completed an individualized reading intervention  
5 32 program, and extends the repeal of the block grant program to  
5 33 July 1, 2006.

5 34 The goals of the program are expanded to include the  
5 35 provision of early intervention efforts by school districts  
6 1 that ensure that students are proficient in reading upon  
6 2 completion of the third grade. The bill replaces language  
6 3 that directs school districts to provide parents with  
6 4 strategies to enable the parents to improve their child's  
6 5 skills with language that requires the school district to  
6 6 establish a committee to develop a policy and strategy for  
6 7 identifying students, a plan for monitoring student progress,  
6 8 and to specifically address students identified as limited  
6 9 English proficient and as requiring special education. The  
6 10 strategy developed by the committee is to include  
6 11 interventions for students, including a curriculum that  
6 12 employs systematic and explicit phonics.

6 13 Students must be assessed throughout the school year, and  
6 14 the parents of students who are not progressing toward reading  
6 15 proficiency at a reasonable rate must be notified by the  
6 16 school district of the students' performance based on the  
6 17 assessments and provided with a list of interventions. The  
6 18 school district must develop and implement, in collaboration  
6 19 with the parents, an individualized reading intervention  
6 20 program for the student, or, if the student is assessed to be  
6 21 reading proficient, the parents must be informed of the  
6 22 enrichment activities that are available.

6 23 The school districts must include, in a report to the  
6 24 department of education which is already required under the  
6 25 program, student reading level and achievement data specific  
6 26 to the requirements of the program, and the department must  
6 27 report the data to the chairpersons and ranking members of the  
6 28 senate and house education committees beginning January 1,  
6 29 2006.

6 30 The bill may include a state mandate as defined in Code  
6 31 section 25B.3. The bill requires that the state cost of any  
6 32 state mandate included in the bill be paid by a school  
6 33 district from moneys appropriated for purposes of the Iowa  
6 34 early intervention block grant program as provided in Code  
6 35 section 256D.5. The specification is deemed to constitute  
7 1 state compliance with any state mandate funding-related  
7 2 requirements of Code section 25B.2. The inclusion of this  
7 3 specification is intended to reinstate the requirement of

7 4 political subdivisions to comply with any state mandates  
7 5 included in the bill.  
7 6 LSB 2880XC 81  
7 7 kh:nh/sh/8